ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
The Learner and Learning – Standard #1: Learner Development	
1(a) The teacher regularly assesses individual and group performance. [P]	**APS 3.B; 7.A**
1(b) The teacher creates developmentally appropriate instruction that takes into account the individual learners. [P]	**APSs 1.A; 2.B**
1(c) The teacher collaborates with others to promote learner growth and development. [P]	**APS 10.A**
1(d) The teacher understands how learning occurs and knows how to use instructional strategies that promote student learning. [K]	**APSs 5.A; 5.B; 5.C; 6.B**
1(e) The teacher understands that individual differences influence learning and knows how to make decisions that build on learners' strengths and needs. [K]	**APSs 1.A; 1.B; .2B**
1(f) The teacher identifies readiness for learning. [K]	**APS 1.A; 1.B**
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction accordingly. [K]	**APS 2.B**
1(h) The teacher respects learners' differing strengths and needs. [D]	**APS 1.A; 8.B**
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. [D]	**APSs 2.C; 3.B**
1(j) The teacher takes responsibility for promoting learners' growth and development. [D]	**APSs 3.A; 3.B; 3.C**
1(k) The teacher values the input and contributions of others. [D]	**APS 8.C**
The Learner and Learning – Standard #2: Learning Differences	
2(a) The teacher designs, adapts, and delivers instruction to address individual student differences. [P]	**APSs 1.A; 1.B; 5.A; 5.B; 5.C**
2(b) The teacher makes appropriate provisions for individual students. [P]	**APSs 1.A; 5.A; 5.B; 5.C; 7.B**
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences. [P]	**APSs 5.A; 5.B; 5C**
2(d) The teacher brings multiple perspectives to the discussion. [P]	**APSs 6.B; 6.C**
2(e) The teacher incorporates tools of language development into planning instruction. [P]	**APS 1.A**
2(f) The teacher accesses resources, supports, and services to meet learning differences or needs. [P]	**APS 2.B**
2(g) The teacher understands and identifies differences in approaches to learning and knows how to design instruction accordingly. [K]	**APS 2.B; 5.A**

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[1] The InTASC indicators are categorized as follows: Performances [P], Essential Knowledge [K], and Critical Dispositions [D].

[2] The ADEPT Performance Standards (APSs) and key elements are described in their entirety at the end of this document, beginning on page 10.

ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
2(h) The teacher understands students with exceptional needs (disabilities and giftedness) and uses strategies accordingly.	APSs 5.A; 5.B; 7.B
2(i) The teacher knows about second language acquisition and incorporates appropriate instructional strategies and resources. [K]	APSs 5.A; 5.B; 7.B
2(j] The teacher understands that learners bring different assets for learning. [K]	APSs 4.A; 4.B
2(k) The teacher knows how to access and use information about diverse cultures and communities. [K]	APSs 5.B; 6B
2[l] The teacher believes that all learners can achieve at high levels. [D]	APSs 4.A; 4.B; 4.C
2(m) The teacher respects learners as individuals. [D]	APS 8.B
2(n) The teacher makes learners feel valued and helps them learn to value each other. [D]	APS 8.B
2(o) The teacher values diverse languages and dialects. [D]	APS 8.B
The Learner and Learning – Standard #3: Learning Environments	
3(a) The teacher collaborates with others to build a safe, positive climate. [P]	APSs 8.A; 8.C
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning. [P]	APSs 4.C; 5.B
3(c) The teacher collaborates with others to develop shared values and expectations. [P]	APSs 8.B; 10.B
3(d) The teacher manages the learning environment to actively and equitably engage learners. [P]	APSs 5.C; 8.C
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment. [P]	APSs 4.C; 8.C
3(f) Both verbally and nonverbally, the teacher demonstrates respect for differing cultural backgrounds and perspectives. [P]	APS 8.B
3(g) The teacher promotes responsible learner use of interactive technologies. [P]	APSs 5.A; 5.B; 5.C
3(h) The teacher intentionally builds learner capacity to collaborate with others, face-to-face and virtually. [P]	APSs 5.B; 8.C
3(i) The teacher understands the relationship between motivation and engagement and uses strategies that build learner self-direction and ownership of learning. [K]	APSs 4.B; 4.C
3(j) The teacher knows how to help learners work productively and cooperatively with each other. [K]	APSs 5.B; 8.C; 9.B
3(k) The teacher knows how to cooperate with learners to establish and monitor the learning environment. [K]	APSs 8B; 8.C
3(l) The teacher understands how learner diversity can affect communication. [K]	APSs 7.B; 8.B
3(m) The teacher knows how to use technologies and how to guide learners to use technologies in appropriate, safe, and effective ways. [K]	APSs 5.A; 5.B; 5.C

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
3(n) The teacher is committed to working with learners and others to establish supportive learning environments. [D]	**APSs 8.C; 10.A**
3(o) The teacher values the role of learners in establishing a climate of learning. [D]	**APSs 4.C; 8.C**
3(p) The teacher is committed to supporting learners. [D]	**APSs 8.B; 8.C; 10.A**
3(q) The teacher seeks to foster respectful communication among all members of the learning community. [D]	**APSs 8.B; 8.C; 10.A**
3(r) The teacher is a thoughtful and responsive listener and observer. [D]	**APSs 7.A; 8.B; 8.C**
Content Knowledge – Standard #4: Content Knowledge	
4(a) The teacher effectively uses multiple representations and explanations that promote each learner's achievement of content standards. [P]	**APSs 6.A; 6.B; 6.C**
4(b) The teacher engages students in learning experiences that present diverse perspectives. [P]	**APSs 5.B; 5.C; 6.B**
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. [P]	**APS 5.B; 5.C; 6.C**
4(d) The teacher helps the learners make connections to prior learning and experiences. [P]	**APS 5.A; 6.C**
4(e) The teacher recognizes learner misconceptions and creates experiences to build accurate conceptual understanding. [P]	**APSs 6.A; 7.B**
4(f) The teacher ensures the comprehensiveness, accuracy, and appropriateness of instructional resources and materials. [P]	**APSs 2.B; 5.A; 5.B; 6.A**
4(g) The teacher effectively uses supplementary resources and technologies. [P]	**APS 5.C**
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. [P]	**APS 6C**
4(i) The teacher accesses resources to evaluate the learners' content knowledge in their primary language. [P]	**APSs 1.D; 3.A**
4(j) The teacher understands the content of the discipline that he or she teaches. [K]	**APS 6.A**
4(k) The teacher understands common misconceptions in learning the discipline. [K]	**APS 6.C**
4(l) The teacher knows and uses the academic language of the discipline. [K]	**APS 6.A**
4(m) The teacher knows how to integrate culturally relevant content. [K]	**APSs 6.B; 6.C**
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. [K]	**APSs 2.A; 6.C**
4(0) The teacher realizes that content is ever-evolving. [D]	**APSs 6.A; 10.E**

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4(p) The teacher appreciates multiple perspectives within the discipline. [D]	**APSs. 6.B; 6.C**
4(q) The teacher recognizes and seeks to address potential bias. [D]	**APS 6.B**
4(r) The teacher is committed to helping each learner master the content and skills of the discipline. [D]	**APSs 6.C; 10.A**
Content Knowledge – Standard #5: Application of Content	
5(a) The teacher develops and implements cross-disciplinary projects. [P]	APSs 5.B; 6.C
5(b) The teacher engages learners through interdisciplinary themes. [P]	**APSs 5.B; 6.C**
5(c) The teacher facilitates learners' use of current tools and resources. [P]	**APS 5.B**
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving. [P]	**APSs 5.B; 6.C**
5(e) The teacher develops learners' discipline-related communication skills in a variety of contexts and for a variety of contexts and audiences. [P]	**APSs 6.B; 6C**
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches. [P]	**APS 6.C**
5(g) The teacher facilitates learners' ability to develop diverse perspectives that expand their understanding of issues. [P]	**APS 6.B**
5(h) The teacher develops and implements supports for literacy development across content areas. [P]	**APSs 5.A; 5.B; 5.C**
5(i) The teacher understands the ways of knowing his or her discipline. [K]	**APS 6.C**
5(j) The teacher understands how current interdisciplinary themes connect to the core subjects. [K]	**APS 6.C**
5(k) The teacher understands the demands of accessing and managing information. [K]	**APSs 5.B; 6.C**
5(l) The teacher understands how to use digital and interactive technologies effectively. [K]	**APS 5.C**
5(m) The teacher understands how to help learners develop critical thinking processes. [K]	**APSs 5.A; 6.C**
5(n) The teacher understands communication modes and skills as vehicles for acquiring and expressing learning. [K]	**APSs 5.A; 6.C**
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. [K]	**APS 6.C**
5(p) The teacher knows where and how to access and integrate resources to build global awareness and understanding. [K]	**APS 5.B**
5(q) The teacher constantly explores ways of using disciplinary knowledge as a lens to address local and global issues. [D]	**APSs 6.A; 10.E**
5(r) The teacher values knowledge outside his/her own content area. [D]	**APS 10.B**
5(s) The teacher values flexible, exploratory learning environments. [D]	**APS 8.C**

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InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
Instructional Practice – Standard #6: Assessment	
6(a) The teacher balances formative and summative assessments. [P]	**APSs 1.D; 3.A; 7.A**
6(b) The teacher designs assessments that match the learning objectives and that minimize bias. [P]	**APSs 1.D; 3.A**
6(c) The teacher independently and collaboratively examines test and other performance data to determine progress and to guide planning. [P]	**APSs 2.C; 3.B; 7.B**
6(d) The teacher engages learners in identifying quality work and provides them with effective descriptive feedback. [P]	**APSs 4.C; 7.C**
6(e) The teacher engages learners in multiple ways of demonstrating their knowledge and skills. [P]	**APS 7.A**
6(f) The teacher models and structures processes that guide learners in examining their own—and others'—performance. [P]	**APSs 4.C; 8.C**
6(g) The teacher effectively uses multiple and appropriate types of assessment data. [P]	**APSs 1.D; 3.A; 7.A**
6(h) The teacher prepares all learners for the demands of each assessment. [P]	**APS 3.A**
6(i) The teacher seeks appropriate ways to use technology to support assessment. [P]	**APSs 1.D; 3.A; 7.A**
6(j) The teacher understands the differences between formative and summative assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(k) The teacher understands the numerous types and multiple purposes of assessment and uses this information to design/select appropriate assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(l) The teacher knows how to analyze assessment data to guide planning, instruction, and feedback to learners. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results. [K]	**APSs 4.C; 7.C**
6(n) The teacher understands the importance of descriptive feedback. [K]	**APS 7.C**
6(o) The teacher knows when and how to evaluate and report learner progress against standards. [K]	**APS 3.C**
6(p) The teacher understands how to prepare learners for assessments and how to make appropriate accommodations. [K]	**APS 3.A**
6(q) The teacher is committed to actively engaging learners in the assessment process. [D]	**APSs 4.C; 7.B**
6(r) The teacher takes responsibility for aligning instruction and assessments with the learning goals. [D]	**APSs 1.D; 3.B; 7.A**
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners. [D]	**APS 7.C**
6(t) The teacher is committed to using multiple types of assessments. [D]	**APSs 1.D; 3.B; 7.A**
6(u) The teacher is committed to making appropriate accommodations in assessments, when needed. [D]	**APS 3.A**
6(v) The teacher is committed to the ethical use of assessments and data. [D]	**APS 10.D**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
Instructional Practice – Standard #7: Planning for Instruction	
7(a) The teacher individually and collaboratively selects and creates appropriate and relevant learning experiences. [P]	**APSs 2.B; 5.B; 6.C**
7(b) The teacher plans how to achieve each learner's learning goals. [P]	**APSs 2.B; 4.B; 5.A**
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. [P]	**APSs 1.C; 2.B; 6.C; 7.A**
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]	**APSs 1.A; 2.C; 3.B; 7.B**
7(e) The teacher plans collaboratively with professionals who have specialized expertise. [P]	**APS 10.A**
7(f) The teacher evaluates plans and systematically adjusts them, as needed. [P]	**APSs 2.C; 3.B; 7.B**
7(g) The teacher understands content and content standards. [K]	**APSs 1.B; 2.A**
7(h) The teacher understands how integrating cross-disciplinary skills helps engage learners. [K]	**APS 2.B**
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(j) The teacher understands the strengths and needs of individual learners and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools. [K]	**APS 2.B**
7(l) The teacher knows when and how to adjust plans based on formative and summative assessment results. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
7(m) The teacher knows how to access resources and other professionals to support student learning. [K]	**APS 10.A**
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to guide planning. [D]	**APS 1.A**
7(o) The teacher values planning as a collegial activity. [D]	**APS 1 Introduction; APSs 10.A; 10.E**
7(p) The teacher uses planning as a means of assuring student learning. [D]	**APSs 2.C; 3.C**
7(q) The teacher believes that plans must always be open to adjustment and revision, as needed. [D]	**APS 1 Introduction**
Instructional Practice – Standard #8: Instructional Strategies	
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of the learners. [P]	**APSs 2.B; 5.A; 5.B**

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InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
8(b) The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction accordingly. [P]	APSs 4.C; 7.A; 7.B
8(c) The teacher collaborates with learners and others to design and implement relevant learning experiences. [P]	APSs 8.C; 10.A
8(d) The teacher varies his or her role in the instructional process. [P]	APS 5.B
8(e) The teacher provides multiple models and representations of concepts and skills. [P]	APSs 5.B; 6.C
8(f) The teacher engages all learners in developing higher order skills and processes. [P]	APSs 5.A; 6.C; 7.B
8(g) The teacher engages learners in using a range of learning skills and technology tools. [P]	APS 5.A; 5.B
8(h) The teacher uses a variety of instructional strategies. [P]	APS 5.B
8(i) The teacher asks questions to stimulate discussion. [P]	APS 7.A
8(j) The teacher understands the cognitive processes associated with various kinds of learning. [K]	APSs 5.A; 6.C; 7.B
8(k) The teacher knows how to apply a range of appropriate instructional strategies to achieve learning goals. [K]	APSs. 5.B; 5.C
8(l) The teacher knows when and how to differentiate instruction. [K]	APSs 1.A; 2.A; 4.A; 5.B; 7.B
8(m) The teacher understands how to use multiple forms of communication for a variety of purposes. [K]	APS 10.C
8(n) The teacher knows how to use a wide variety of human and technological resources to engage students in learning. [K]	APS 5.B
8(o) The teacher understands how to use and evaluate media and technology. [K]	APS 5.A
8(p) The teacher is committed to understanding the strengths and needs of diverse learners. [D]	APSs 1.A; 3.B; 7.B
8(q) The teacher values the variety of ways people communicate. [D]	APS 10.C
8(r) The teacher is committed to exploring when and how to use new and emerging technologies. [D]	APSs 5.A; 10.E
8(s) The teacher values flexibility and reciprocity in adapting instruction. [D]	APSs 2.C; 3.B; 6.C; 7.B; 10.A
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice	
9(a) The teacher engages in ongoing learning opportunities related to local and state standards. [P]	APSs 10.D
9(b) The teacher engages in meaningful learning experiences aligned with his or her own needs and the needs of the learners. [P]	APS 10.E
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data to evaluate the outcomes of teaching and learning and to guide planning and practice. [P]	APSs 1.A; 2.C; 3.B
9(d) The teacher actively seeks professional, community, and technological resources. [P]	APSs 5.B; 10.A

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
9(e) The teacher reflects on his or her personal biases and accesses resources to build stronger relationships and create more relevant learning experiences. [P]	APS 10.E
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology. [P]	APS 10.D
9(g) The teacher understands how to use a variety of self-assessment and problem-solving strategies to improve his or her practice. [K]	APS 10.E
9(h) The teacher knows how to use learner data to improve practice and differentiate instruction. [K]	APSs 1.A; 2.A; 2.C; 3.B
9(i) The teacher understands how personal perceptions may bias behaviors and interactions with others. [K]	APSs 8.B; 10.C
9(j) The teacher understands laws related to learners' rights and teacher responsibilities. [K]	APS 10.D
9(k) The teacher knows how to build and implement a professional growth and development plan. [K]	APS 10.E
9(l) The teacher takes responsibility for student learning and for improving planning and professional practices. [D]	APSs 4.A; 10.E
9(m) The teacher is committed to expanding his or her own frame of reference. [D]	APS 10.E
9(n) The teacher sees him- or herself as a learner. [D]	APS 10.E
9(o) The teacher understands the expectations of the profession, including codes of ethics, standards of practice, and relevant laws and policies. [D]	APS 10.D
Professional Responsibility – Standard #10: Leadership and Collaboration	
10(a) The teacher takes an active role on the instructional team. [P]	APS 10.B
10(b) The teacher works with other school professionals to meet the diverse needs of learners. [P]	APS 10.A
10(c) The teacher engages collaboratively in school-wide efforts. [P]	APS 10.B
10(d) The teacher works collaboratively with learners and others to support learner development and achievement. [P]	APS 10.A
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources. [P]	APS 10.A
10(f) The teacher engages in collaborative professional learning. [P]	APS 10.E
10(g) The teacher uses technological tools and a variety of communication strategies to engage learners, families, and colleagues in learning communities. [P]	APS 10.C
10 (h) The teacher uses and generates meaningful educational research. [P]	APS 10.E
10(i) The teacher models effective practice and leads professional learning activities for colleagues. [P]	APS 10.E

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10(j) The teacher advocates for learners. [P]	APS 10.A
10(k) The teacher assumes leadership and advocacy roles at various levels. [P]	APS 10.E
10(l) The teacher understands schools and knows how to work with others across the system. [K]	APS 10.B
10(m) The teacher understands the importance of and promotes the alignment of family, school, and community.	APS 10.C
10(n) The teacher knows how to collaborate with other adults in both face-to-face and virtual contexts. [K]	APS 10.C
10(o) The teacher knows how to contribute to a common culture that supports student learning. [K]	APSs 10.A; 10.B
10(p) The teacher shares responsibility for shaping and supporting the mission of the school. [D]	APS 10.B
10(q) The teacher respects and seeks to work collaboratively with learners and their families. [D]	APSs 4.C; 10.C
10(r) The teacher takes the initiative to grow and develop with colleagues. [D]	APS 10.E
10(s) The teacher takes responsibility for contributing to and advancing the profession. [D]	APS 10.E
10(t) The teacher embraces the challenge of continuous improvement and change. [D]	APS 10.E

ADEPT Performance Standards for Classroom-Based Teachers

APS 1
Long-Range Planning

> An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A **The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.**

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B **The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.**

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C **The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.**

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D **The teacher develops appropriate processes for evaluating and recording students' progress and achievement.**

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E **The teacher plans appropriate procedures for managing the classroom.**

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A   The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B   The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The

strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C   The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A   The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B   At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C   **The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.**

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

> An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A   The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B   The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C   The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A   The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B   The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C   The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A   The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B   The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C   The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant,

meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

> An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A **The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B **The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student

retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C   **The teacher enhances student learning by providing appropriate instructional feedback to all students.**

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A   The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B   The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C   The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A   The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B   The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C   The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A   The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B   The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C   The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D   The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E   The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).